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ABSTRACT

Each of the four sections of this staff development guide focuses on areas of skills which assistant teachers must possess, namely, skills in (1) communication and interaction, (2) child development and discipline, (3) management and organization, and (4) facilitation of learning in activity centers. Communication skills are discussed in terms of the standard use of grammar, correct spelling, and standard lettering techniques. Material concerning interaction with children explores questioning techniques, language exerience techniques, invented spelling, and labeling. Principles of child development and techniques of discipline are discussed. Discussion of management and organizational skills provides useful tips. In the final section of the text, activities are suggested for assistant teachers to use in activity centers for housekeeping, blocks, language and library, art, science, math, music and movement, woodworking, cooking, and sand and water. Approximately one-half of the guide consists of designs for transparencies to be used in training assistant teachers. (RH)

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DEVELOPING SKILLS OF ASSISTANT TEACHERS

A Staff Development Guide

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DEVELOPING SKILLS OF ASSISTANT TEACHERS

A STAFF DEVELOPMENT GUIDE

Mississippi State Department of Education
Bureau of School Improvement
Curriculum Office

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INTRODUCTION

Developing Skills of the Assistant Teacher

This workshop is divided into four sections, each focusing on a different area of skill development. The first section deals with communication and interaction skills. The assistant teacher must possess skills in child development and discipline. These skills will be covered in the second section of the module. The third section deals with management and organizational skills. The fourth section lists specific ways in which the assistant teacher can interact with children in each center.

The workshop will be presented in this order and should last approximately five hours depending upon the time allowed for discussion.

> Show Transparency Sk-1. Let participants discuss the question briefly, noting each skill the teacher needs. These skills will be covered in this module.

A. Communication and Interaction Skills.

No one can say what lasting effects we have on children's lives, but we do know that how we talk to young children and interact with them has a direct impact on their self-concept. Research shows that parents and teachers significantly influence a young child's self-concept. Since teachers have such a significant effect on a child's self-concept, it is essential to avoid comments or gestures that will harm the child. The teacher and assistant teacher must have and use positive communication and interaction skills, which will let the child know that he/she is important.

> Show Transparency Sk-2. Read quote and reflect on what it says to us as educators.

Albert Schweitzer said, "The full measure of a man is not to be found in the man himself, but in the colors and textures that come alive in others because of him."

Remember the extent of your being can be measured by the effect you have on the lives of others. How will you touch the lives of children in your classroom? Will it be negatively through uncaring comments and harsh interactions or positively through caring comments and thoughtful interaction?

1. Communication Skills.

Effective assistant teachers must have appropriate communication skills since children will look to them as examples. Communication skills needed by the assistant teacher include: standard grammar usage, correct spelling, and standard lettering techniques.

a. Standard Use of Grammar.

The assistant teacher must model appropriate communication skills. Often children come to school using dialectical English. Since this is the only language they have heard, children do not realize it is inadequate in many settings. The teachers must model standard grammar for the children. As the children become accustomed to hearing acceptable grammar they will start using standard English.

Let participants view Transparency Sk-3. Ask participants which teacher is modeling correct communication skills for the child.

Perhaps some of you thought the first teacher was modeling standard grammar by reminding the child to speak correctly. However, this is not the case. Even though the teacher's motives may have been honest, her effect on the child will be negative. This child learns that his speech is not right and that the teacher is going to correct him every time he says something. The child also learns that what he says is not important to the teacher. She only cares if he says it a specific way--a way he has never heard before.

The second teacher is presenting a better way to model speech for a young child. He accepts the child's speech, listens for meaning, and responds to it. The teacher models the standard way to ask the question so the child will hear the difference and answer the questions. In doing this, the teacher does not attack the child's speech or her self-concept about her speech.

Remember to accept the child's speech. In order for a child to learn language, he/she must engage in conversation if he/she is constantly afraid of being wrong?

Through correct modeling children will improve their speech. If you are unsure of some grammatical rules, get an English grammar book and review it. You might also ask a friend to help you monitor the language forms that give you difficulty. Self-improvement is a matter of practice. Regardless of how you initiate improvements, you must be able to model standard grammar for the children in your room.

b. Correct Spelling.

The assistant teacher must also be able to correctly spell words that the children will use. This is an important part of being a good role-model. Spelling will be important to children if it is important to you.

Let participants view Transparency Sk-4. Ask the participants what the assistant teacher should do in this situation.

Teachers and assistant teachers need to realize that saying, "I don't know," isn't a crime. The damage results when the teacher spells it wrong or tells the child, "I don't know," and does not help the child find out how to spell the word. If it is a word you have been studying in a unit, it should be displayed somewhere around the room. You might suggest that the child look in the science center and see if she can find the word. If the word is not displayed, get a dictionary and tell the child this is a book that helps you spell words. Find the word, talk about it, and then let the child copy the correct spelling.

Remember that saying, "I don't know," is another correct model for the child. Often children have never heard an adult admit that they are wrong or that they do not know something. Children learn by watching and imitating others. Make sure you model that correct spelling is important. If you are not sure of a correct spelling, tell them so and look it up. If the dictionary is important to you, it will become important to them.

c. Standard Lettering Techniques.

Effective assistant teachers must be able to model standard lettering techniques. When an assistant teacher enters the classroom for the first time, he/she should look to see if an alphabet chart is displayed. If it is, make note of it and study the correct formation of letters. Ask the teacher if a handwriting book is available to take home for review. If a book is not available, practice making the letters correctly on primary writing paper.

Although we learned to print while in school, many letters have changed in their formation. Since we do not use manuscript in our everyday lives, we may be out of practice.

Have participants view Transparency Sk-5. Ask them if any of the letters are different from the way they learned.

Use Handout Sk-6. Ask participants to print the alphabet, using both upper and lower case letters.

Now show Transparency Sk-5 again and ask the participants to compare their handwriting with the model. Ask them to note the following letters that may be different:

Jj	Mm	Qq	Tt	Ww
Kk	Nn	Rr	Uu	Yy

Many alphabet models differ in the formation of some letters, so make sure you are familar with the chart displayed in your room. Since the children will be using it as a guide for writing, you use it as a guide for your writing.

Assistant teachers must model correct lettering techniques for the children in the kindergarten classroom. When writing on charts, graphs, or labels, make the letters correctly. Do not insert an upper case (capital) letter in the middle of a word. Be consistent in using capitals only when

there is a reason to do so. Also be careful to start names, sentences, and places (towns) with capitals; for in such cases, standard form does call for upper case letters.

> Show the participants Transparency Sk-7. Ask them to look at the writing the assistant teacher put on this experience chart. Ask them the following questions: Do you see any letters that are wrong? How would you change them?

Remember writing will be important to the child if it is important to you, so practice writing on charts, graphs, labels, and the chalkboard.

2. Interaction with Children.

Teachers and assistant teachers interact with children all day in a variety of ways. It is important to remember that the interaction can lead the children to critical thinking and intellectual growth if time is taken to learn several simple interaction techniques.

a. Questioning Techniques.

Young children can be encouraged to engage in higher levels of thinking if the teacher knows how and when to ask questions. Questioning is another informal way of encouraging conversation and language is learned through conversation. So the effective assistant teacher should be able to encourage language growth through correct questioning.

> Ask participants to view Transparency Sk-8. Ask them which examples of questioning they think they will encourage language growth? Why do they think the other examples would inhibit growth?

When questioning children remember that interrogation does not encourage conversation. True conversation involves sharing thoughts and ideas. Sometimes questions put children "on the spot," but honest questions designed to find out what and how children think and feel can lead to real sharing. Ask the children questions that they must think about. Ask the children questions that

might have more than one answer. This encourages children to see that people view situations in different ways but that does not mean their viewpoints are wrong.

> View Transparency Sk-9. Do you see anything wrong with these questioning techniques?

Teachers should ask the question first and then call on a child for his/her response. If you call the child's name and then ask the question, the other children in the room do not have to think of a response. Whenever possible ask the question, pause, then ask someone to respond.

b. Language Experience.

Throughout the year, the assistant teacher will interact with the children through language experience. For the new assistant teacher, this means writing down what the children say. If the class has been on a field trip to the airport, they might want to talk about their trip and make a language experience chart about it. The children dictate to teacher what they want to say and the teacher writes it on the chart or paper.

> Ask participants to view Transparency Sk-10. Did this teacher write what the child said? Will it matter if the teacher words the sentence differently? Why?

The teacher must make sure that he/she writes exactly what the child says for two reasons. (1) The child sees his/her speech written down read back to him/her. In this way the child learns that the printed words represent his/her oral language on paper. (2) The child also learns that what he/she says is important. If everything the child says is changed, the child realizes that he/she cannot speak correctly. Soon the child will cease to share information and feelings with the teacher.

Learning to write is a developmental process. Children move from one stage of writing into another stage when they are ready. Children progress through these three pre-writing stages before they enter invented spelling:

(1) Scribbles--At this stage the child merely scribbles on the page. Although the scribbles are meaningless to adults, they have real meaning to the child.

(2) Individual scribbles--At this stage the child is still making scribbles but they are separated by spaces between each scribble. The child will scribble, skip a space, and then scribble again. This child has gained the concept of words. Although adults can not read the individual scribbles, the child has definite feelings about what he/she has said.

(3) Letters in pictures--At this stage the child has learned that letters make up words and words stand for written speech. At this stage the child begins placing letters in his/her pictures but they have no phonetic meaning. However, the child will be able to tell you what he/she meant to write.

c. Invented Spelling.

When the children have learned six consonant sounds, they begin the procedure known as invented spelling. Invented spelling means the children begin to write independently using phonics to help them spell unknown words. Teachers and assistant teachers must be encouraging and supportive if the children are to feel successful and succeed using this program. Teachers are asked to accept the children's own spelling of words without correcting or criticizing their papers. The teacher does put "teacher writing" or "grown-up writing" under or above the children's invented spelling. However, the teacher should stress that this is to help adults whey they read the story.

Show Transparency Sk-11. This is an example of invented spelling with the "teacher spelling" below it. What would the children gain from seeing the teacher's writing below their own writing?

Children become better readers and write more creative stories when they are allowed to express their thoughts and feelings through invented spelling. It is a program well worth the time and effort.

Dr. Donald Graves has several books on the subject of invented spelling and creative writing. For more information read his book, Every Child Can Write.

d. Labeling.

Teachers and assistant teachers need to label everything in the room, from the light swith to the latest piece of art work. Children need to be exposed to printed words as often as possible. This emphasizes that objects have names that can be written.

> Show Transparency Sk-12. What objects need to be labeled in the room? Should the teacher label the items or involve the children in labeling?

Teachers must take every opportunity possible to interact with children. For example, if the child brings a shell to school, have him/her tell about the shell and then label it. Not only is the child interacting with the teacher, he/she is learning that there is a written word for shell. So be sure and label the children's graphs, charts, artwork, and special interest items. It is a great way to encourage reading and conversation.

B. Child Development and Discipline.

The assistant teacher must be aware of the basic principles of child development and discipline. Many assistants enter the kindergarten room expecting to see one of two things: a very structured academic setting, or an unsupervised free-for-all. Both expectations are wrong. However, knowledge of child development principles and discipline techniques are needed. The classroom can become too structured or too permissive.

In this section, assistant teachers will review basic child development principles discussed earlier and become familar with discipline techniques to use with young children.

1. Child Development Principles.

At the beginning of the handbook, basic principles of child development were discussed. These principles will be reviewed briefly with emphasis placed on several.

> Let participants view Transparency Sk-13. Go over the principles and let the participants explain each one this time. Now ask if the participants can think of other principles they might add. List their responses on the transparency. Be sure the following have been included.
>
> * Every child is unique.
>
> * Children learn through doing.
>
> * Language is learned through conversation.
>
> * Activities for children need to be balanced.

a. Every Child is Unique.

Teachers need to realize that each child is unique and comes to school with his/her own personality. The teacher must be aware of this and accept each child.

There may be certain aspects of the personality that need to be modified, if the child is to live with others harmoniously, and this can be done. However, this can not be accomplished until the child feels that he/she is liked and accepted. Children need to know they are valued for themselves and not for their ability to read, draw, etc.

b. Children Learn through Doing.

Children need to be actively involved in their learning. Children can not learn to count without having objects they can manipulate. The same analogy holds true in all areas of the kindergarten curriculum.

c. Language is Learned Through Conversation.

Children learn language through participating in it. Children can not learn to talk by listening to the conversation of others. The child must actively participate in the language process.

For teachers this is vitally important since research has revealed that children who score low in oral language skills also tend to score low in reading and writing achievement. Oral language needs to be encouraged in the classroom, but how?

> Show Transparency Sk-14. Let participants discuss the ways shown to encourage oral language in the classroom. Ask the participants to think of other ways to encourage oral language.

Throughout the year teachers will need to review the principles of child development. It is often easy to forget what is appropriate and inappropriate for young children with so much emphasis being placed on academics. Just remember that children need that basic foundation for academics to have intellectual meaning.

2. Discipline Techniques.

When dealing with young children, it is important that the teacher and assistant teachers use discipline techniques that stress self-control and not teacher-control. An effective teacher should help children realize that they are responsible for their own actions and should control them. There are several aspects of self control that will be discussed.

a. Correct Teacher Modeling.

The importance of correct teacher modeling has been stressed in the areas of grammar, spelling, and lettering. However, correct modeling in discipline is essential for a classroom to run smoothly. How can a teacher expect a child to stop hitting when the child is upset when that is the way the teacher handles situations? How can a teacher expect a child to tell the truth when the child hears the teacher lie to the principal about the activities in the room.

Ask participants to view Transparency Sk-15. Ask the participants to look at the examples given. In each instance what are the children learning from the teacher? Ask participants to come up with other examples of appropriate and inappropriate teacher modeling that could affect classroom discipline.

Children learn attitudes from their teachers. Make sure that children are not punished for displaying the same attitudes the teachers exhibit.

b. Clear Rules.

One of the main ways to relinquish teacher-control is to set up clear rules that pertain to all children. Children need to know the rules and consequences for breaking the rules. Then, if the child decides not follow the rule, it is his/her decision. In this way you teach the child that it was his/her decision to break the rule and suffer the consequences.

Children also need to be involed in making the rules for the classroom. By actively involving the child in deciding the classroom rules, the teacher is telling the child that his/her ideas and comments are valued. This also helps build a child's self-concept.

The consequences for breaking a classroom rule must be the same for all children. If the punishment differs, children assume that those children whom the teacher dislikes receive punishment. Even though this may not be true, this is the way that children view it when one child is punished for hitting and another child is not punished. Consistency is the key to dealing with discipline in the classroom.

Show the participants Transparency Sk-16. Go over the suggestions for making clear rules in the classroom.

c. Positive Attitude.

A child's behavior has much to do with the expectations of the teacher. If the teacher expects the child to disobey, then probably he/she will. Studies have shown that teachers who were given false, negative information about their students reported more incidents of discipline problems. However, the teachers who were given false, positive information about their students reported fewer incidents of discipline problems. What does this say to teachers? That children perform as their teachers expect them to perform. The way the children in your room behave depends upon your expectations of them and the way you treat them.

Children are human and have the same feelings as other people. Just because they are small does not mean they feel hurt any less than adults do. Think about the disrespectful way that some teachers talk to young children. Would you want to be talked to like that? Of course not, you would probably walk away. But children are not adults and they have to stand there and take it (without talking back). No wonder children get mad and hate school. We would hate school, too, if we could never seem to do anything right.

Show the participants Transparency Sk-17. Ask them to get into groups of two or three and come up with a positive way to say each statement.

Children need to know what the teacher expects out of them. Remember that this can be done in a positive way, if the teacher thinks about what he/she is about say. If it is negative, reword it. If it attacks a child's self-concept, do not say it.

d. Not all discipline problems can be handled through correct teacher modeling, clear rules, and a positive attitude. Often there are other circumstances that cause a child to misbehave.

Show participants the left side of Transparency Sk-18, labeled "Child's Problem". Ask the participants what this behavior could mean. Then uncover the section and discuss. Next ask the participants what they should not do, uncover the answers, and discuss. Now discuss what the teacher might try with the child.

Teachers need to realize that discipline requires time and energy just like subject areas of the curriculum. If a teacher wants to have few discipline problems, it will take planning and organization.

C. Management and Organization Skills.

Management and organization will make the difference in a well run room and a disorderly confused room. All it takes is time and planning at the beginning of the year. Teachers who take the time to get organized and discuss classroom management will find that their year gets off to a great start.

1. Management Tips.

Perhaps the best way to collect good management tips is be asking veteran teachers which ideas work best for them. Below are a few of the ideas that teachers have found useful in managing their room.

a. Tips for Smooth Transition.

Young children are always in a hurry. They are in a hurry to get to the sandbox, to get to science center, to line up for recess, and go to the restroom. However, there are many activities that will help transition time go smoothly.

Ask participants to view Transparency Sk-19. Ask participants to look at the four categories listed and come up with ideas they think would work. Make sure the responses below have been included.

(1) Songs and records. There are many songs and records available for teachers to help with transition times. Hap Palmer's song, "Put Your Hands Up In The Air," is a perfect example of a song that leads children from one activity to another. The children listen to the directions on the record and move from the large group area to the next area. Teachers can also make up their own songs using familiar tunes. Take the tune, "Have You See The Muffin Man?", and change it into a transition song. One verse might go:

If you have not made a kite, made a kite, made a kite.
If you have not made a kite, you may go to art.
If you have made a kite, made a kite, made a kite.
If you have made a kite, you may hang it up.

(2) Directions. Children will need to listen very closely to hear directions. Make sure you have everyone's attention before giving the directions. Some examples might be:

Colors--"Everyone wearing green socks may go back to their places."

Clothes--"Everyone with shirts that button all the way up the front may leave."

Shoes--"Everyone with tennis shoes on may get ready."

Alphabet--"If your names starts with a 'B' you may get ready."

(3) Games. Children love to play "Simon Says" and it works well during transition time. Have all the children listen closely. Some clues might be:

Simon says, "All boys with blue eyes sit down."

"All girls with dresses, go outside."

(4) Fingerplays. Fingerplays help children settle down and get ready to listen to a new activity. A favorite fingerplay is:

Open, shut them. Open, shut them.
Give a little clap.
Open, shut them. Open, shut them.
Put them in your lap.

b. Clear Rules and Direct Guidance.

In order for a teacher to manage a classroom effectively there must be clear rules established. Once these rules have been established, the teacher must follow several techniques of direct guidance to get the children to follow the rules.

Show Transparency Sk-20. Go over each guidance technique listed and allow time for the participants to react to each. Ask participants to think of other techniques they think would work.

The direct guidance techniques include:

(1) Speak to the child eye to eye--not across the room.

(2) Use short sentences.

(3) Use positive statements, telling the child what to do instead of what not to do.

(4) Make it clear whether the child has a choice or not.

(5) Place the action part of the direction at the beginning of the sentence.

(6) Give the child directions when it is the time and place for the desired behavior to occur.

(7) Give no more than two directions at a time generally only one.

(8) Give logical and accurate reasons for requests.

(9) Give only the directions the child really needs.

(10) Praise the child for jobs well done.

c. Teacher Location.

Young children need immediate feedback and this is impossible if both teacher and assistant are involved with group activities. It is suggested that one person (teacher or assistant) be free to rotate among the centers. This will allow the free teacher to give immediate feedback and to interact with children.

This also reduces discipline problems. The rotating teacher can spot problem areas and stop the problem before it gets out of hand.

In order for the free teacher to be effective, he/she must be moving about the room. If the children are busy in the centers the teacher should be there. The teacher and assistant should never be found sitting idly at the desk, reading a newspaper or otherwise wasting valuable learning time, when there is an opportunity to interact with children. Whenever the children are busy, the teachers should be busy.

Ask participants to view Transparency Sk-21. Ask participants to read the problems and tell how the problems could have been handled through more efficient management.

With the help of these management tips the teacher should be able to handle the children and the room more effectively.

2. Organizational Tips.

Throughout the year the assistant teacher will discover organizational tips that will help make the classroom set-up easier to handle. In this section several practical organizational tips will be discussed. If the teachers take the time to implement these suggestions, they will find the arrangement works well.

a. Responsibility Charts.

Often teachers assume responsibilties that should be shared with the children. By the end of the day both the teacher and assistant teacher are tired. Then, many teachers find themselves faced with the task of cleaning up the room before they

can set up activities for the next day. This can be alleviated by setting up simple helper charts.

> Show participants Transparency SK-22. Let them discuss the jobs listed on the helper chart. Can they think of other jobs that could be added. Then ask them if they can think of other ways to make a helper chart. Encourage participants to write down ideas to take back to their rooms.

Children love to help so take advantage of this. Teachers also will be teaching children that they are responsible for their own room and the materials in that room. Young children need to be given responsibilities. When the children are finished with their jobs, they feel a sense of pride which enhances their self-concept.

> Let participants brainstorm a list of things they did today that children could have done. Write these on a blank transparency. Divide participants into pairs. Let each pair develop a plan to change one thing so that management will become easier for them.

b. Labeling and Storage Tips.

One of the most time-consuming jobs that a teacher has is knowing where materials and supplies are at all times. Of course the teacher knows that the markers are in the bottom cabinet but so are the colors, paints, scissors, glue, etc. Storage problems will be greatly minimized if the teacher and assistant teacher will take the time to label the supplies and store them in separate containers. The best storage containers are plastic tubs or empty ice cream buckets. Just write the name of the supplies on the plastic tub or cover the buckets with paper and write on them.

> Let participants view Transparency Sk-23. Ask the following questions: What other inexpensive containers could be used? Why are the tubs stored on the top shelf and not in the cabinets? What other items could be labeled and stored?

For those teachers who hear, "I don't have a pencil," or "I can't find my blue color," at least one hundred times every day; smile! Help has arrived. Look at the same transparency and notice the three ice cream buckets at the top of the cabinet. In these buckets are kept extra pencils, crayons, and glue that the children bring at the first of the year. Then when a child has lost a pencil, all the teacher has to do is look in the bucket for the stack of pencils with the child's name on them. Whenever progress reports are sent home, the assistant can attach a note telling the parents if their child needs more supplies. This is a big help to teachers and also to parents. Many parents have commented that this saved countless trips to the store at night or on the way to school to pick up lost supplies.

c. Color Coding.

Along the same order as labeling is color coding. However, in color coding the labeling is done to sort materials into differnt levels or units. This system works well in the library center.

Show Transparency Sk-24. Let participants discuss the way the books have been organized. The children can then replace the books in the correct categories.

By using this method of storage the children can replace their own books in the correct place. This also involves children in other skills related to reading readiness. By replacing the books in the correct place by matching the color the children are practicing visual discrimination and sorting skills.

This allows the teacher to find certain books at a glance. Perhaps the class has been studying transportation and is now going to study water. The teacher can quickly spot all the books with a blue dot (the color of the transportation unit) and remove them.

This system is useful for storage of units. The teachers can get empty envelope boxes or buy small storage boxes. Make sure the boxes are the same size so they will stack easily. This many seem like lots of work at first, but it is worth it.

Just think, when the unit on nutrition is being taught, all the teacher has to do is find the box with the yellow label marked "nutrition" and all the materials are there. That is certainly easier than telling the assistant that the materials are somewhere in the storage cabinets.

d. Planning Ahead.

Teachers should take the time in the afternoon to make sure that everything is ready for the next day. Check the lesson plans and see what materials need to be put out. If paints need to be mixed, go ahead and do it before leaving. Often teachers wait until the next. morning and find themselves rushed and unprepared. If the teacher discovers there is no yellow food coloring ten minutes before the children are to explore mixing colors, it is too late. Perhaps the assistant oversleeps or wakes up sick, what is the teacher or substitute supposed to do with 20 five-year-old children while he/she tries to decipher the lesson plans.

Use Transparency Sk-25. Ask participants to read the activities planned for the next day. Ask participants which activities could be set up ahead of time. Ask which supplies should be checked to make sure there are enough.

Make the day easier for everyone--plan ahead.

e. Planning Charts.

Many teachers find daily charts very helpful at the first of the year and throughout the year. The charts are filled in at the regular planning period once every week. Then the charts are reviewed on the afternoon before. The teacher and assistant teacher make sure they know what their responsibilies are for the next day. This helps the assistant know exactly what the teacher plans for her to do the next day.

Use Handout Sk-26. Let participants react to the schedule. Ask the following questions: Would this help the assistant know exactly what he/she is expected to do? Would this be all the assistant should do that day? What other responsibilities are included without having to write them out?

D. Suggested Activities for Assistant Teachers in Centers.

The assistant teacher can be of invaluable benefit during activity time. During this time children will be working independently or in small groups in areas of the room known as learning centers. The assistant should be constantly monitoring and interacting with children during this time. Listed below are suggested activities for each center.

1. Housekeeping Center.

   a. Keep center attractive and in order.

   b. Add new items for unit ideas.

   c. Have conversation with children (listening and extending).

   d. Ask divergent thinking questions.

      "How did your groceries get to your store?"

      "How will you deliver Mrs. Jones' groceries?"

   e. Observe children (language, physical skills, social interactions, play patterns).

2. Block Center.

   a. Keep blocks in orderly arrangement for accessibility.

   b. Extend vocabulary and concepts by asking questions.

   c. Observe children for physical/motor and social development.

   d. Add new objects for unit ideas.
      Zoo animals may motivate children to build a zoo.

3. Language/Library Center.

a. Check listening recorders and tapes.

b. Check writng materials supply.

c. Encourage oral language and extension of vocabulary.

d. Encourage oral discussion about field trips, unit themes, and individual interest.

e. Make books with children.

f. Keep old and new books available.

g. Add "unit" topic books.

h. Read to children.

i. Tell children stories and have children tell you stories.

j. Show interest in child's book selection.

k. Take children to library to select books to put in the center.

4. Art Center.

a. Check supplies and materials for accessibility.

b. Mix paints and get paper for easels.

c. Prepare special art materials if needed for the unit.

d. Hang finished work or help children find appropriate storage areas for projects.

e. Encourage "trying out" ideas.
"I wonder what would happen if you added another color."
"Can you use another texture in your picture?"

f. Tell children something about their art so they will know that you really looked at it.
"I like the way you used so many colors in your painting."

g. Do not model or draw for the child.

h. Label the child's work.

5. Science Center.

a. Keep collections fresh and interesting.

b. Add new materials often.

c. Put away materials in which the children no longer show interest.

d. Collect books and items which go with unit of study and place in the center.

e. Have items the children can handle and manipulate. Nothing kills a science center quicker than having items that the children are not suppose to touch.

f. Talk with the children about items in the center.

g. Encourage children to bring items of interest to place in the center.

h. Share your own finds with the children.

6. Math Center.

a. Check materials and equipment. Make sure needed materials and puzzle pieces are not missing.

b. Add "unit" theme materials.

c. Make graphs and charts for communication purposes.

d. Talk with childlren about math concepts.

e. Extend math vocabulary as children manipulate materials.

f. Direct math activities in the center.

g. Initiate games and activities.

7. Music/Movement Center.

a. Keep equipment in working order (tape player, records, tapes, instruments, etc.).

b. Initiate musical games and songs when appropriate.

c. Direct an activity when planned.

d. Learn new songs for unit themes.

e. Observe children indirectly for physical development, rhythm, language development and social interaction.

8. Woodworking Center.

a. Keep construction materials available (wood, boxes, nails, etc.).

b. Keep equipment in good condition and in place. Remind children to return equipment to correct places.

c. Be present when equipment is in use.

d. Encourage creative construction and do not make models.

e. Extend vocabulary about spaces, shapes, order, numbers, etc. through conversation.

9. Cooking Center.

a. Check ingredients and equipment.

b. Have recipe charts available.

c. Know your role in the activity. Will you be:
Setting up--for an independent activity.
Participating--actually helping children with the activity.
Directing--showing children what to do next.

d. Extend concepts and vocabulary through conversation.

"Who will stir the batter?"

"Add one cup of flour."

"Batter is wet and sticky."

10. Sand/Waterplay Center.

a. Make available "recipes" for the center.

A holds _____ 's?

b. Ask children questions to encourage investigation

"What would happen if you put the cup into the water upside down?"

"How could you make the water come up higher in the pan?"

c. Provide a variety of containers, strainers, scoops, and tubs for sand/waterplay.

d. Keep equipment organized and remind children to straighten the center when finished.

e. Bury things to be sorted in the sand or drop them into the water for children to find and sort. "Find things that begin with a 'B'; and put them into the toy boat."

f. Remind children to keep sand and water in containers when necessary.

SUMMARY

Remember that the teacher and assistant teacher must work well together to be effective. Children will be watching and learning about dispositions (attitudes) through watching their teachers interact with each other.

You have taken on a big responsibility in taking this job. You have become an important person in the lives of young children. Children are very impressionable and they must be handled appropriately.

TRANSPARENCIES

FOR

DEVELOPING SKILLS OF THE ASSISTANT TEACHER

Developing Skills

Which skills does this assistant need?

* communication
* interaction
* child development
* discipline
* organization
* management

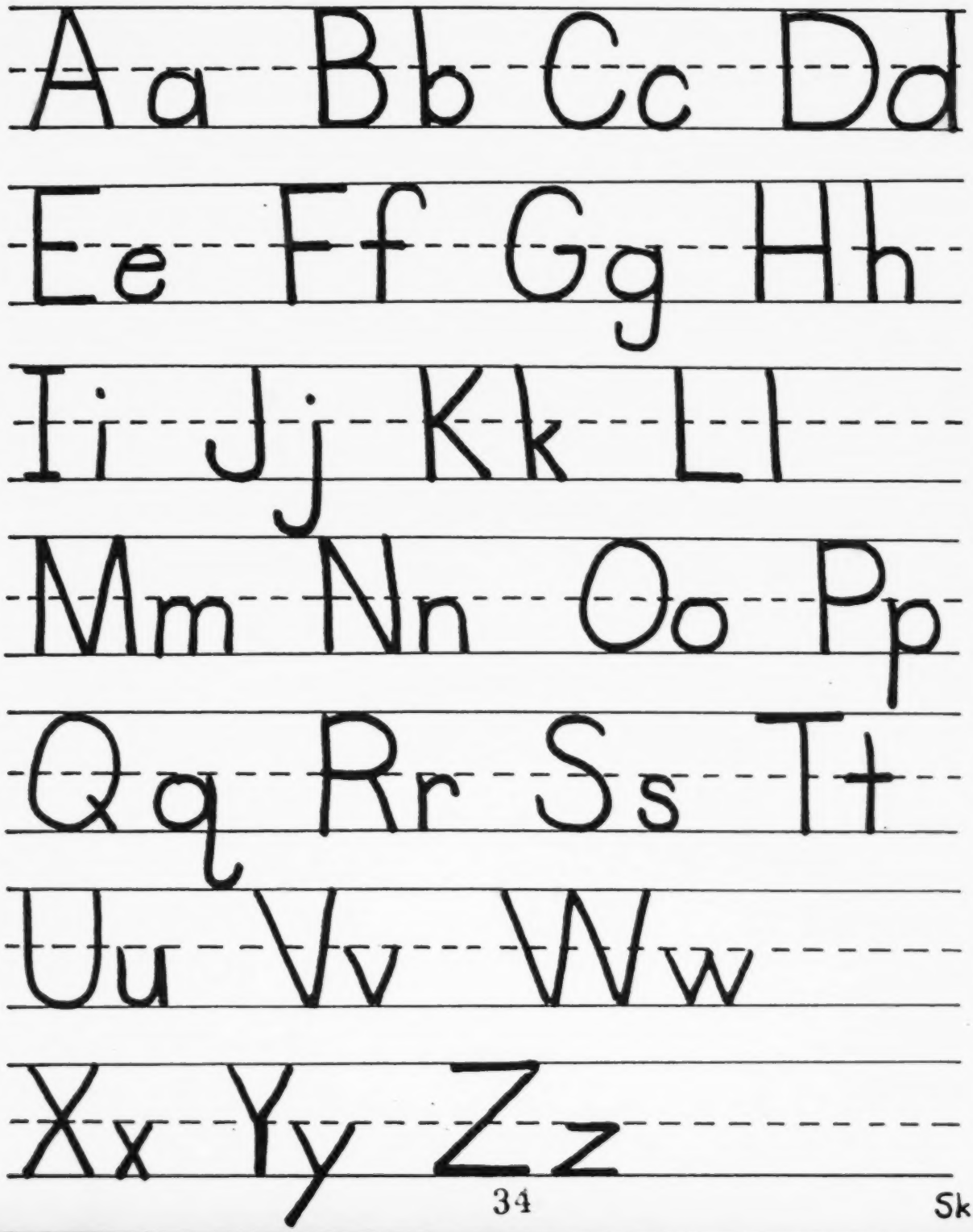
The full measure of
a man is not to be
found in the man
himself,

but in the colors
and textures
that come alive
in others
because of him.

Albert Schweitzer

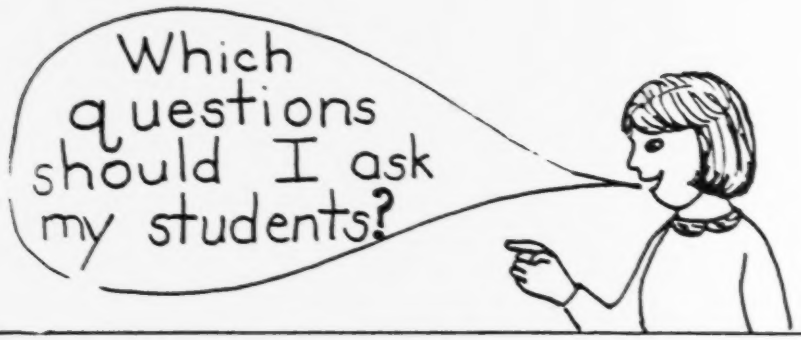
Modeling Correct Grammar

Modeling Correct Spelling

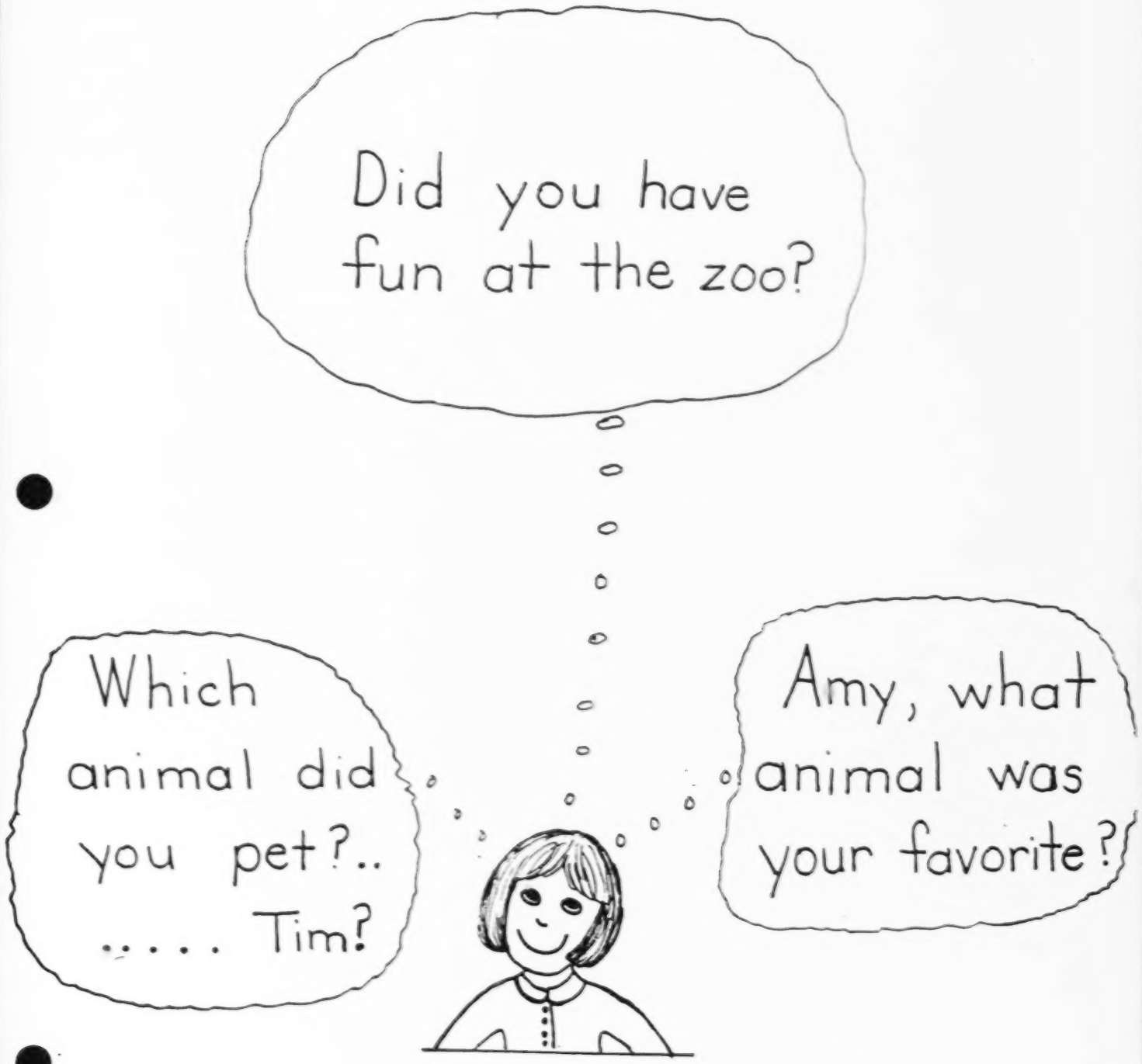

Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo Pp
Qq Rr Ss Tt
Uu Vv Ww
Xx Yy Zz

Our Trip
We went to the
farm. There
was a big cow.
It gave us
The milk
was good.
The hen laid
an egg.

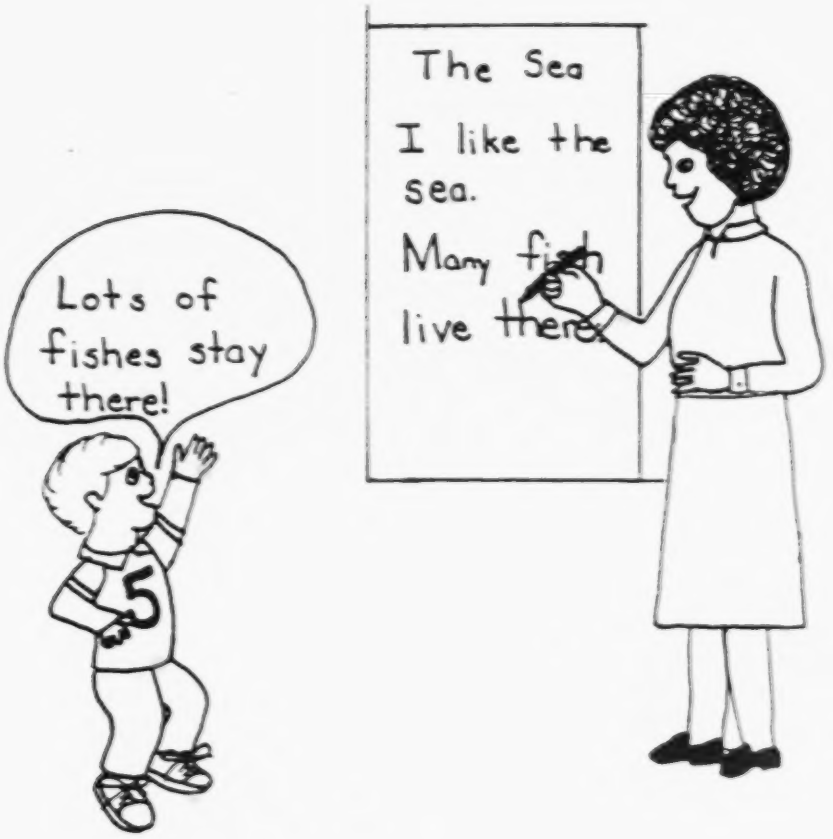
Sk-7



* Have you ever been to a zoo?
* What animals would you see at the zoo?
* Where do the animals live at the zoo?
* Do the bears live in a cage?
* Jason, what kind of snakes did you see?
* Have you seen any of zoo animals in another place? Where?
* Kim, what was your favorite zoo animal?


Did you have fun at the zoo?
Which animal did you pet?.. ..... Tim?
Amy, what animal was your favorite?

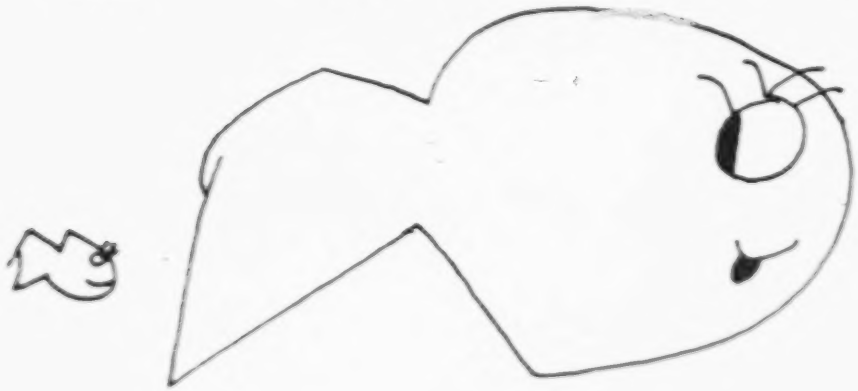
Language Experience



Invented Spelling

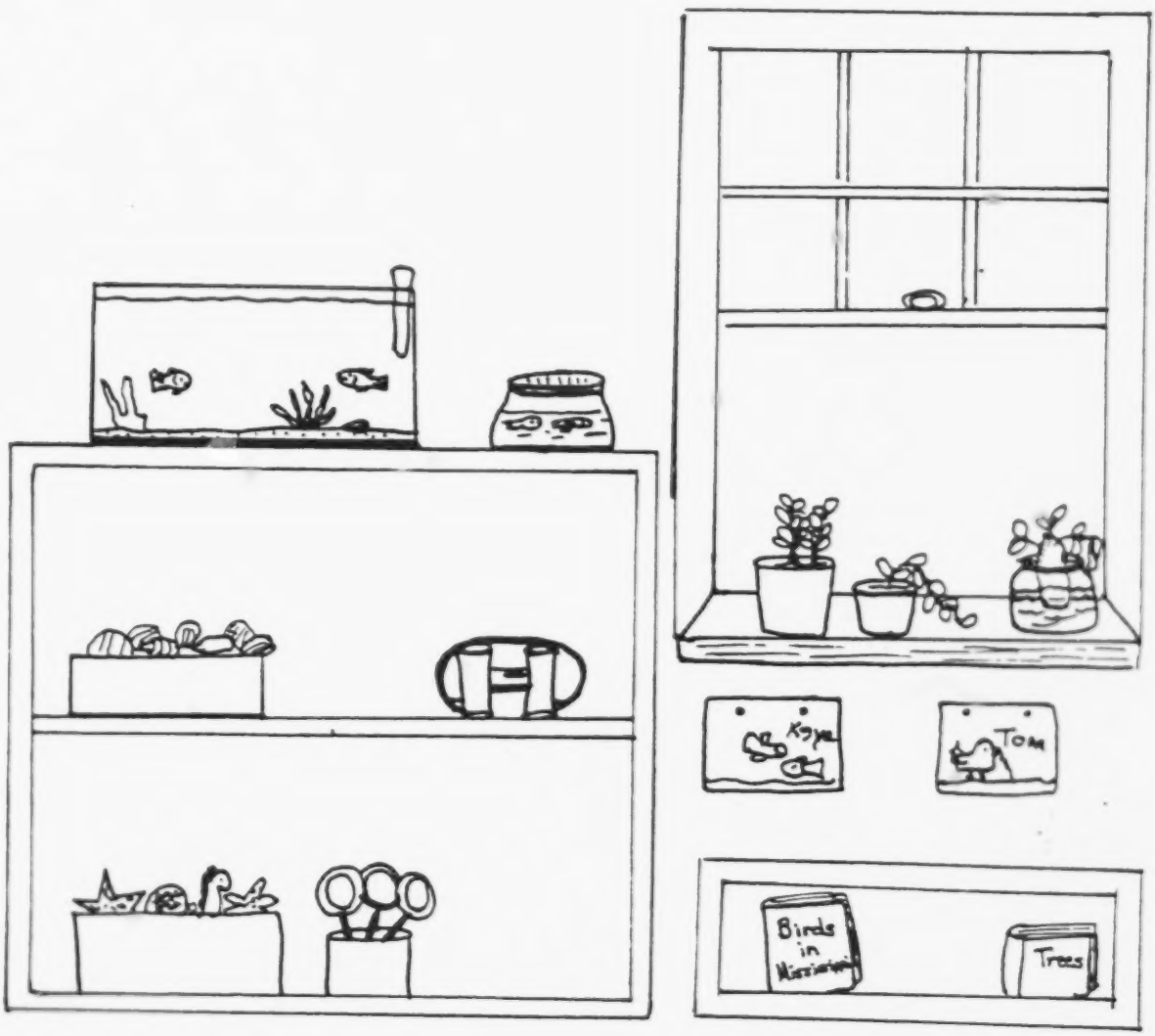
Dalisha

The - Three-fesh aersem-
The three fish are swimming
and See's-The Towand Get-
and sees the two and gets
hogr
hungry.



Sk -11

What would you label?



PRINCIPLES OF CHILDHOOD EDUCATION

1. A child learns as a total person.

2. Children grow through similar stages of development, but at individual rates and in individual styles.

3. Children learn best when many senses are involved.

4. Children learn best by being actively involved.

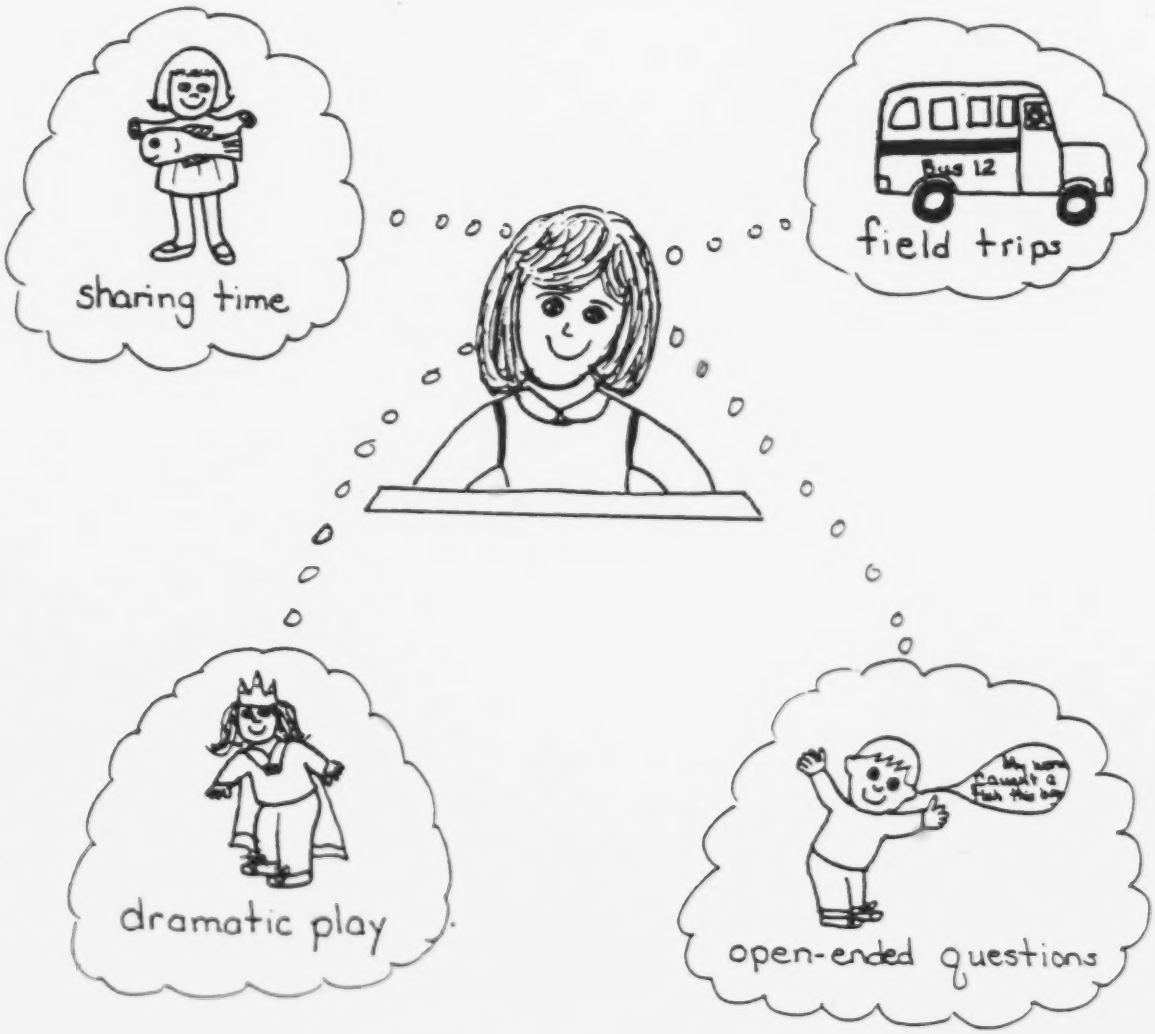
5. Children receive information in many ways. The method of reception may be as significant to their learning as the information they receive.

6. Children learn in different ways.

7. Children learn from both individual and group experiences.

8. Children's attitudes and feelings affect learning.

Ways To Encourage Oral Language



Things I Said Today

"I am so mad at you! Go outside and wait while I get my paddle."

"I have no idea where I put my new idea books, Mrs. Box."

"Oh, Nick only had to stay in five minutes. I would never make a child miss his entire recess."

"You are so bad! No wonder you don't have any friends."

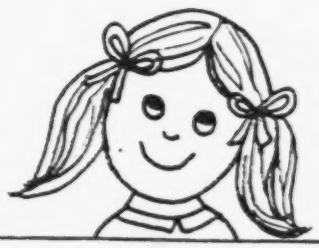
Clear Rules for Children

Use positive statements

Use short sentences

Use children's ideas - let children help make rules

Tell the desired behavior.



Sk-16

NEGATIVE VS. POSITIVE RESPONSES TO CHILDREN

Don't stand up when you slide.

Don't throw sand.

Don't stand in the swing.

Don't play with sticks.

Don't jump off the monkey bars.

Don't tear the book.

Don't dump the puzzle pieces on the floor.

Don't shout.

Don't drip paint all over the floor.

Don't play in the bathroom.

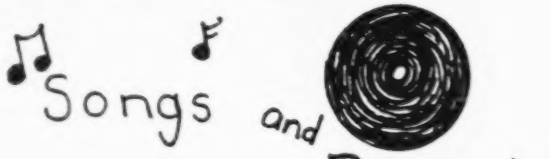
Don't run in the hall.

Sk-17

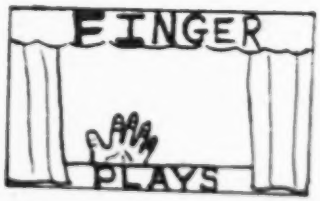
DISCIPLINE IN KINDERGARTEN
METHODS RECOMMENDED FOR COMMON PROBLEMS OF CHILDREN

CHILD'S PROBLEM	IT MAY MEAN...	SO DO NOT...	YOU MIGHT TRY THIS
He hurts other children.	Troubled feelings; Anger.	Punish, or hurt him; make him feel "bad:" act angry yourself.	Quietly separate the children. Divert his attention. Take away the hurting object, calmy, firmly, always. Teach him that there are somethings we just don't do. Help the children play happily together again. Prevent hurting episodes by helping him feel loved,
He steals.	Ignorance of property rights. Unsatisfied need and hungers. Rebellion, hostile feelings, imitation.	Make him feel "bad" scold, shame, punish, or reject, cut off love. Take from him something to "make up" for theft. Humiliate him before others.	Let him own things. Get a sense of mine and thine. Help him earn and get what he needs and wants. Be kind, understanding, not too rigid. Provide creative outlet for his interests. Help him make friends.
He lies.	Fear of punishment. Exaggeration. Imagination. Attention-seeking.	Preach or prophesy his bad end. Punish or shame him. Make him apologize. Get upset.	Relax and try to understand. Give him attention for what he does and is. Provide him with opportunity to enrich imagination. Help him discover between fact and fancy. Tell him the truth.
He demands attention.	Feels left out, insecure, unloved, bored; interest in you.	Scold, or punish. Ignore or isolate him. Ridicule him shame him.	Give him a fair measure of attention. Show interest in him as a person. Provide interesting things to do. Share yourself with him.

Transition
Tips


Songs
and
Records

Oral
Games


FINGER
PLAYS

Oral
Directions

DIRECT GUIDANCE TECHNIQUES

1. Speak to the child eye to eye.

2. Use short sentences.

3. Use positive statements, telling the child what to do instead of what not to do.

4. Make it clear whether the child has a choice or not.

5. Place the action part of the direction at the beginning of the sentence.

6. Give the child directions when it is the time and place for the desired behavior to occur.

7. Give no more then two directions at a time generally only one.

8. Give logical and accurate reasons for requests.

9. Give only the directions the child really needs.

10. Praise the child for jobs well done.

What could the teacher do?

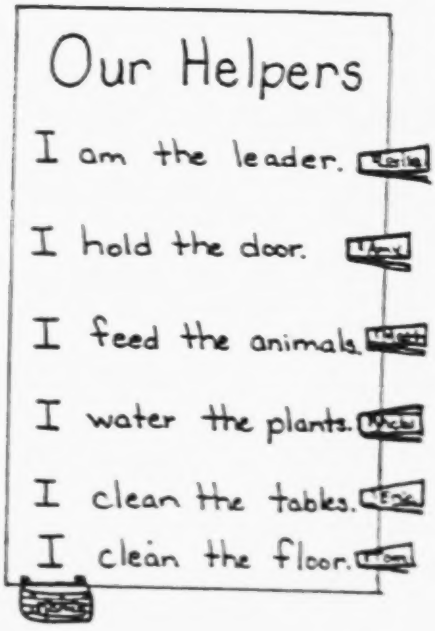
Shawn is going to kick Emily's blocks.

Susan leaves the art center with a brush

Jeff is going to give up and quit.

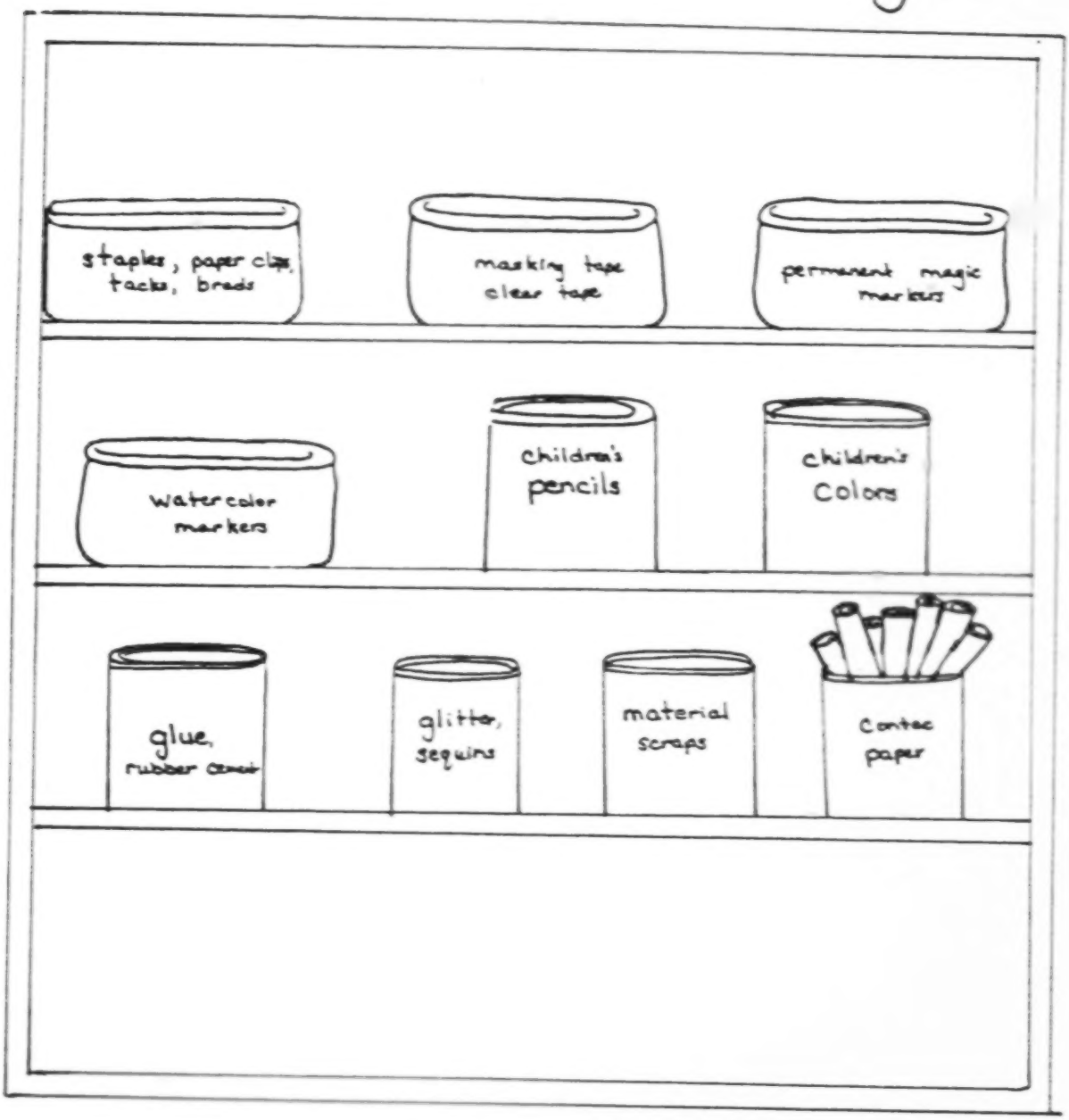
Eric says that his stomach hurts.

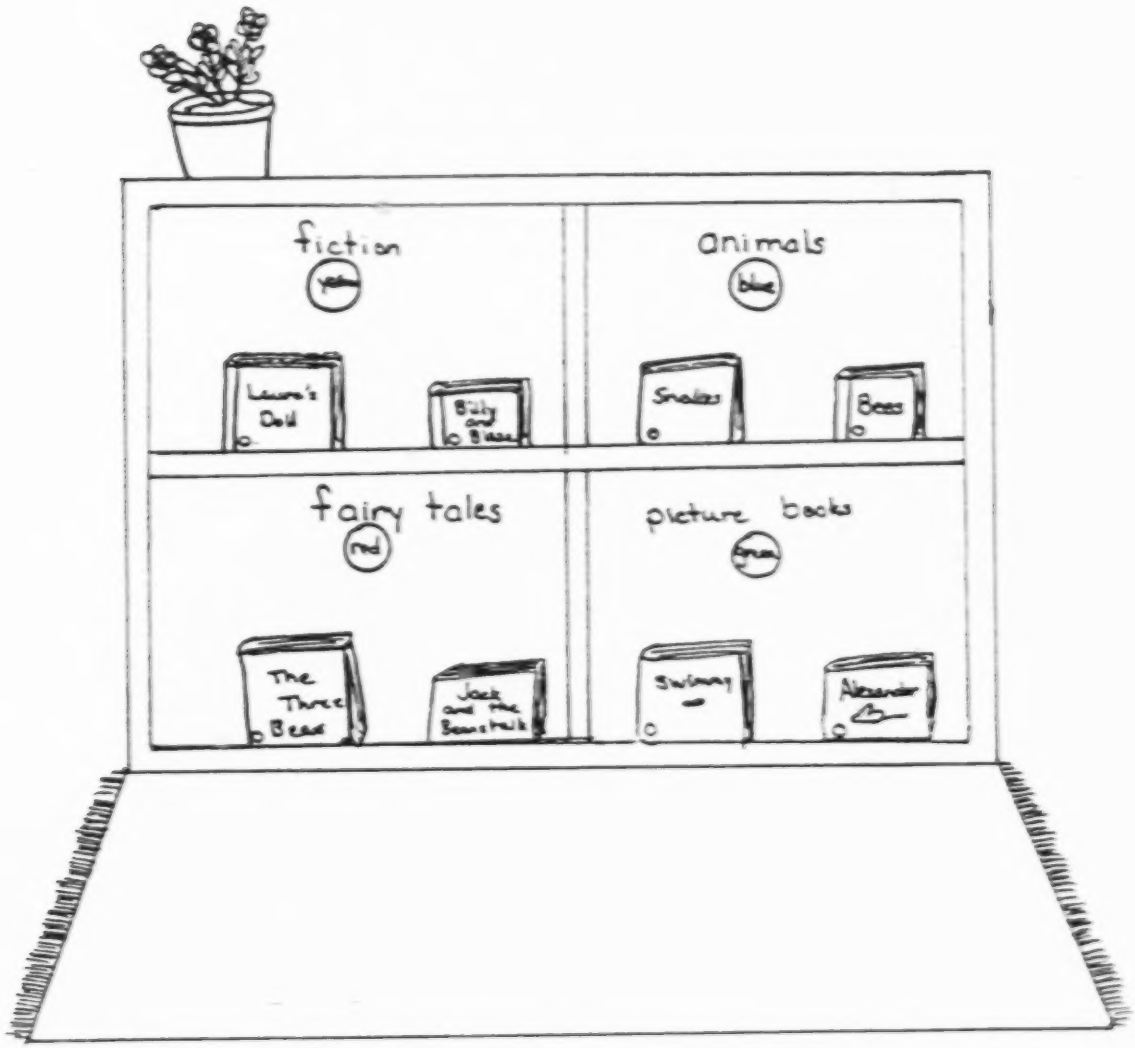
Hop In And Help
I mark the calendar.
I clean up the books.
I am the leader.
I water the plants.
I clean up the grass.


Our Helpers
I am the leader.
I hold the door.
I feed the animals.
I water the plants.
I clean the tables.
I clean the floor.

What else could I use?

Teacher Storage




fiction
animals
Laura's Doll
Snakes
Bees
fairy tales
picture books
The Three Bears
Swimmy
Alexander

Activities For Tomorrow

Art: paint vehicles with wheels

Science: hand lens (go outside examine tread on tires and street surfaces)
examine different shape wheels △ ⬡ ○ □ - make clay models

Dramatic Play: add different hats
truck driver cap, farmer
pilot, race car driver

Library / Language Arts: books on cars, trucks, vehicles with wheels.
let children write stories on wheel shapes

Music: "Sing "The Wheels on the Bus"

Blocks: Make vehicle shapes for children to use with blocks

Woodworking: Let children trace and cut wheels (round shapes)

Math: Count and graph the vehicles that children have at home - car, truck, tractor

Sk-25

Daily Plan of Activities

Date: _____

Activity	Who is responsible?
Things to remember	
Art projects	
Science	
Dramatic play	
Library - Language Arts	
Music	
Group	
Outdoor	
Snack	
Transition time	